DOCUMENT RESUME

ED 396 808 JC 960 473

TITLE	Indiana Workforce Proficiency Panel Annual Report: Indiana Skills and Technical Proficiencies Initiative.
INSTITUTION	Indiana State Dept. of Workforce Development, Indianapolis.
PUB DATE	Jul 96
NOTE	21p.; Contains some pages of light type that may not reproduce well.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; Competency Based Education; Educational Certificates; Employment Potential; *Job Skills; *Labor Force Development; *Minimum Competencies; *Student Certification; Student Evaluation; *Technical Education; Two Year Colleges; *Vocational Evaluation
IDENTIFIERS	*Indiana

ABSTRACT

The Indiana Workforce Proficiency Panel was established to work with the business, labor, and education sectors to identify a common set of essential skills and technical proficiencies for major occupational areas. The process used by the Panel for setting state standards employs five steps, involving three meetings of a State Technical Committee (STC), composed of key stakeholders in specific occupational clusters, and job task analyses and focused interviews conducted at work sites. As a result of this process, the Panel adopted skills and proficiencies in the areas of bioscience, business support, electronics, health, metalworking, plastics, and printing. The Panel also determined that Certificates of Technical Achievement (CTAs) should be awarded to completers of vocational and technical education programs to verify that students have met the standards. Since March 1996, over 150 secondary and postsecondary CTAs have been awarded. Finally, the Panel adopted a standard custom-driven assessment protocol for the proficiencies, requiring that they be transportable within Indiana and other area states and that they articulate between secondary and postsecondary instructional programs and between school and the workplace. Includes information on the jury review process for the CTA, including a description of portfolios used by students to obtain employment or placement; lists of industry skill standards for students, educators, and businesses; a sample student assessment for a specific proficiency; and a sample CTA. (BCY)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 808

INDIANA WORKFORCE PROFICIENCY PANEL

ANNUAL REPORT

Indiana Essential Skills
and Technical Proficiencies Initiative

JULY 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
S.P. Jones
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Evan Bayh, Governor
Frank O'Bannon, Lt. Governor
Timothy C. Joyce, Commissioner
James D. Edwards, Chairperson

INDIANA WORKFORCE DEVELOPMENT

JC 960 473

BEST COPY AVAILABLE

INDIANA WORKFORCE PROFICIENCY PANEL

Annual Report

Indiana Essential Skills and Technical Proficiencies Initiative

to the
Governor
Indiana General Assembly
Indiana Commission on Vocational and Technical Education
Commission for Higher Education
State Board of Education

July 1996

Three thousand copies of this Annual Report have been published and disseminated by the Indiana Department of Workforce Development using 100 percent Carl D. Perkins Vocational and Applied Technology Education Act funds.

The Indiana Department of Workforce Development complies with all federal regulations prohibiting discrimination on the basis of race, religion, national origin, sex, age, handicap, or veteran status in matters pertaining to admissions, employment, and access to programs.

1996 ACCOMPLISHMENTS

The following goals were achieved during 1996 (July 1, 1995 through June 30, 1996):

- ✓ Workforce Proficiency Panel approved bioscience occupations essential skills and technical proficiencies.
- ✓ First nine individuals and corresponding sites certified to conduct performance assessments leading to Certificates of Technical Achievement.
- ✓ First Certificates of Technical Achievement awarded in March to two students at the Indiana Council of Vocational Administrators conference in Evansville.
- ✓ More than 150 Certificates of Technical Achievement awarded to students through June 1996.
- ✓ Forty secondary teachers and postsecondary instructors attended a workshop conducted to expand certified assessment sites.
- ✓ Indiana Vision for Proficiency Implementation was created to ensure one mentor assessment site in each School-to-Work Partnership Area.
- ✓ More than 100 companies participated in identifying essential skills and technical proficiencies in the seven occupational areas.
- ✓ Indiana, in partnership with 12 other states, received a $300,000 federal grant to "Build Linkages Among Academic and Skill Standards at the State Level" for the manufacturing occupational area.
- ✓ Promotional materials, including sample Certificates of Technical Achievement, developed and distributed to more than 1000 individuals at meetings, conferences, and workshops including:

  The Governor's Conference on Education and the Economy, Indianapolis, IN
  National Skill Standards Board Hearings, Orlando, FL
  Northwest Regional Tech Prep Conference, Seattle, WA
  Indiana Council of Vocational Administrators Conference, Evansville, IN
  Indiana Tech Prep Conference, Indianapolis, IN
  Vocational-Technical Education Consortium of States Board Meeting, Atlanta, GA

- ✓ National Skills Standards Pilot Initiative Grant awarded to Vincennes University to pilot the national metalworking skill standards in conjunction with the metalworking technical skills identified through the Indiana Essential Skills and Technical Proficiencies Initiative.
- ✓ Registrar database developed to maintain current files of the Certificates of Technical Achievement awarded.
- ✓ PROF computer system developed for assessment sites to record assessment scenarios used and to document individual results.
- ✓ Conversations initiated with postsecondary institutions to award advanced standing, dual credit, reduced time and cost to complete programs, and other benefits to individuals based on Certificates of Technical Achievement.

INDIANA ESSENTIAL SKILLS AND TECHNICAL PROFICIENCIES INITIATIVE

MISSION STATEMENT

The mission of the Workforce Proficiency Panel is to work with people from business, labor, and education to identify a common set of essential and technical skills required to be effective in major occupational areas. These skills will be based on a portable certification system allowing secondary, postsecondary and adult learners to demonstrate what they know and can do.

STATUTORY CHARGE TO THE WORKFORCE PROFICIENCY PANEL

Indiana statute P.L. 19 charges the Workforce Proficiency Panel with the following:

(1) Determine the essential and technical skills required to be effective in the various technical trades and professions.

(2) Determine the statewide technical proficiencies of major occupational areas considered to be necessary in the work force.

(3) Review existing vocational and technical education programs at the secondary and postsecondary level to determine:

(a) whether these programs meet the essential skill and statewide technical proficiencies determined by the Panel; and

(b) whether there exists duplication in programs or deficiencies in program alternatives at any level.

(4) Improve technical proficiency based curricula for existing vocational programs.

(5) Make available to the pilot workplace learning programs developed by the Panel required essential skills and technical proficiencies in the major occupational areas.

(6) Adopt the secondary-level and postsecondary-level Certificates of Technical Achievement assessment instruments under IC 20-10.1-4.4 and IC 20-12-1-10, respectively.

INDIANA MODEL FOR IDENTIFYING INDUSTRY-BASED TECHNICAL PROFICIENCIES

The Workforce Proficiency Panel establishes proficiencies, first, for those occupational areas for which demand is "high" and supply is "low." Also, consideration is given to the availability of high-paying jobs and upward mobility.

The focus of Indiana's standard-setting enterprise involves engaging business and industry, labor and educators in dialogue to establish responses to four questions:

- How is work organized?
- What do employers and employees want the workforce to know?
- What do employers and employees want the workforce to do?
- How can application of this knowledge and skill be demonstrated and appraised both in the workplace and the classroom?

The Workforce Proficiency Panel has a uniform process to establish workplace essential skill standards and technical proficiencies. The Panel's process is directly linked to the mission of the Indiana Department of Workforce Development: *Helping Hoosiers get good jobs.*

The Panel's standard-setting process continues to rely on the expertise of owners/employers, incumbent workers, and educators. The process consists of the following five steps:

STEP 1: State Technical Committee (STC), comprised of key stakeholders within specific occupational clusters meets with state staff three times. The first meeting describes the anticipated five-year direction of industries in the occupational areas represented by participants. STC members invite staff to conduct on-site visits at work sites.

STEP 2: During the on-site visits, staff meets with Incumbent Worker Groups (IWG) employees nominated by STC members to conduct job task analysis and focused interviews at the work sites.

STEP 3: At the second STC meeting, employers review the lists of broad, cluster skills and proficiencies validated by IWG on-site participants. Later, IWG members meet at one of three regional gatherings. The purpose is to accumulate from these master workers' collective experiences, those applications of knowledge and skills which can be identified as industry-wide standards. Every effort is made to avoid practices which represent, solely, company-based standards. At this point, staff mails a survey to an additional 120 employers within the industrial cluster.

STEP 4: IWG members meet with Instructional Review Teams (IRT) to recommend performance-based instructional practices and assessment strategies.

STEP 5: The third STC meeting provides the members an opportunity to review survey data. The members also review drafts of the essential skills and technical proficiencies. The STC ratifies the standards and recommends them for approval by the Workforce Proficiency Panel.

OCCUPATIONAL AREAS

The Workforce Proficiency Panel has approved essential skills and technical proficiencies in the following areas:

BIOSCIENCE
BUSINESS SUPPORT
ELECTRONICS
HEALTH
METALWORKING
PLASTICS
PRINTING

The Panel has adopted the Secretary's Commission on Achieving Necessary Skills foundation skills and competencies (referred to as SCANS) as the architecture within which to frame the technical proficiencies. Therefore, the Panel publishes the essential skills and technical proficiencies in a language meaningful to both industry and education. Moreover, using SCANS enables recognition of transferable knowledge and skills, because these are reported within the context of particular work, using a generic language. The SCANS foundation skills are: resources, information, interpersonal, systems, and technology.

Based on analysis of labor market information, the Panel identified advanced manufacturing as the next area scheduled for proficiency identification. This process will begin in 1997.

BEST COPY AVAILABLE

CERTIFICATES OF TECHNICAL ACHIEVEMENT

The law specifies that Certificates of Technical Achievement must be available to secondary and postsecondary students and completers in approved vocational and technical education programs and to adults. The Workforce Proficiency Panel has adopted the design of Certificates of Technical Achievement assuring that the Certificates function as "open transcripts." The Certificates warrant the application of knowledge and skill over time and across learning venues, i.e., classroom, work-based training, employment experience, customized, employer-sponsored training, and/or combinations of these. Unlike closed transcripts, the Certificates do not attest to where and how particular knowledge was acquired. A "cumulative" Certificate of Technical Achievement can follow the learner/worker from high school, into technical college or occupational education, and through a working career.

The first Certificates of Technical Achievement were awarded in March 1996. Since then, more than 150 secondary and postsecondary students have received Certificates, and some have taken advantage of open transcript concept and have received updated Certificates based on additional proficiencies acquired. The number of individuals receiving Certificates in the next year, including adults, will significantly increase with the expansion of certified assessment sites.

Staff is exploring the role technology can play in the design, maintenance, accessibility and security of the Certificates. Conceivably, internet technology will be used to include sound and video features as part of the Certificates. Individuals could maintain their own websites with additional related information. Individuals could then share the Certificates and other related information by downloading it directly to secondary and postsecondary institutions, employers, or the state's local Workforce Development Centers.

If Certificates of Technical Achievement are to become life-long, valued credentials, they must be derived from assessment processes which are valid and reliable. Appraisal and certification of what one knows and can do requires a performance-based assessment process that is flexible enough to meet the realities of current and changing education and training climates. Employers, educators and test-takers must accept that these processes represent the acquired knowledge and skills. The Certificates must have currency for test-givers, test-takers, and for those who use the results to make hiring and promotion decisions.

STANDARD ASSESSMENT PROTOCOL

The Panel adopted the standard assessment protocol for customer-driven assessment to measure essential skills and proficiencies in Indiana. The Indiana Model requires that the proficiencies have:

- transportability within the state of Indiana as well as with states that are members of the Great Lakes Guarantee.
- the capability to articulate between secondary and postsecondary instructional programs, into apprenticeship and other industry-based training, between the school and the workplace and between any worker's previous experience and new job opportunities.

Statewide and interstate portability require reliability and validity. To meet this requirement, each proficiency assessment must be consistent with every other proficiency assessment in order to assure the validity and reliability of the assessment process and to ensure that the Certificate of Technical Achievement has credibility and value. It is also incumbent upon the Indiana Model that the quality of the assessment process be guaranteed and improved. To do this, procedures consistent with ISO 9000 and other quality models will be followed.

In October of 1995, nine pilot assessment sites were established and certified with four being postsecondary institution sites and five being secondary school sites. In June 1996, a workshop was conducted by staff to expand the number of certified assessment sites by training additional secondary and postsecondary educators in the standard assessment protocol for customer driven assessment. The assessment process is the vehicle used to determine which technical proficiencies each person has developed through classroom learning, work-experience and customized training.

BEST COPY AVAILABLE

The assessment is based upon a work-based scenario. This describes the application of knowledge and skills in the context of the workplace. Instructions define for the person being assessed: an employing organization; a particular role within the organization; and, a set of duties and tasks on which performance is to be assessed. The instructions list benchmarks, taken from the proficiencies, against which performance is compared. Using the same benchmarks, the evaluator assesses performance as it occurs. Upon completion, the evaluator records comments concerning the quality of performance. The PROF computer system is used to store scenarios and record results. The evaluator, the person being assessed, and the instructor/immediate supervisor, etc., review the comments and make final adjustments.

The person being assessed receives a copy of the assessment results at the time of the assessment. This describes the conditions under which the assessment was performed and rates performance in terms meaningful to educators and employers. A copy is also sent to the Indiana Department of Workforce Development in order for the Certificate of Technical Achievement to be awarded. The Certificate, as well as the assessment results which provide additional detail about the proficiencies that appear on the Certificate, become part of the individual's portfolio.

CERTIFIED ASSESSMENT INDIVIDUALS AND SITES

The following individuals, in conjunction with their schools or institutions, are certified to conduct performance assessments leading to Certificates of Technical Achievements.

SECONDARY

Melodie Busch*
Business
Southeastern Career Center
812-689-5253

Brad Gilbert*
Metalworking
North Lawrence Area Voc-Tech Center
812-279-3561

John Henderson
Electronics
C4 Columbus Area Career Connection
812-376-4226

Neil Klockow
Metalworking
Elkhart Area Career Center
219-262-5557

Carol Pfaff
Business
Indian Trails Career Coop
219-583-7264

POSTSECONDARY

Susan Brocksmith*
Business
Vincennes University
812-888-5718

Doug Lucas*
Metalworking
Vincennes University
812-888-5566

Jolene Miller*
Health
Ivy Tech State College - Lafayette
317-477-9138

James Smith*
Electronics
Ivy Tech State College - Lafayette
317-477-9138

* Certified as Mentor Assessment Sites

BEST COPY AVAILABLE

LINKAGE WITH VOLUNTARY NATIONAL SKILLS STANDARDS

The federal government continues to establish voluntary national skills standards across occupational clusters, within major occupational areas. Consortia of industry-based and education organizations hold federal contracts to set workplace standards for entry-level workers in 22 occupational areas. Staff to the Panel have served on several national committees and have provided consultation and technical assistance to others. The federal initiatives, begun on the heels of the Indiana standards-setting effort, are beginning to deliver products. The Workforce Proficiency Panel continues to adjust its timelines and selection process for targeting occupational areas to be consistent with the needs of Indiana's economy and federal efforts.

INDIANA WORKFORCE PROFICIENCY PANEL MEMBERSHIP

Indiana's efforts to implement a comprehensive workforce development system took a significant step forward when Governor Evan Bayh named the Workforce Proficiency Panel. Nine citizens represent business, industry, health care, labor, and education. Workforce Proficiency Panel members are:

James D. Edwards, Chair
President
Edwards & Associates
Santa Claus, Indiana

B. J. Bischoff
President
White River Training
Indianapolis, Indiana

Marianetta Blackwell
Associate Director of Nursing
HEALTHNET
Indianapolis, Indiana

Ronald L. Christ
Director of Training
Electrical Joint Apprenticeship
& Training Committee
Indianapolis, Indiana

Mike Hayes
Secondary Teacher
Bartholomew Consolidated School Corporation
Columbus, Indiana

Kenneth A. Martlage
Manager, Performance Improvement,
Development & Training
Eli Lilly and Company
Indianapolis, Indiana

James Pittman
Plumbers and Pipefitters
South Bend, Indiana

Bruce Nissen
Associate Professor
Indiana University Northwest
Gary, Indiana

Jerry Seager
Training Director
Operating Engineers of Central Indiana
Kokomo, Indiana

CONCLUSION

The context in which the Workforce Proficiency Panel is addressing its statutory responsibilities has been challenging and rewarding. The Panel's activities reflect a cooperative effort among employers, workers, educators, students, and government agencies.

Indiana's executive and legislative branches have provided leadership in the area of establishing skills standards. With continuing support from the Indiana Commission on Vocational and Technical Education, Commission for Higher Education, and Indiana Department of Education, the Workforce Proficiency Panel foresees increasing numbers of participants and completers of approved vocational and technical education programs and adults being awarded Certificates of Technical Achievement for knowledge and skills acquired in the 1996-97 academic year.

Members of the Workforce Proficiency Panel envision a future when:

- Indiana employers prefer to hire persons who hold Certificates of Technical Achievement.
- Starting wages of persons who hold Certificates of Technical Achievement are higher than those of entering workers who do not hold Certificates.
- Based on local labor market information and skills needed in the workforce, more Tech Prep courses and vocational and technical education programs are benchmarked to proficiencies than programs without these benchmarks.
- Postsecondary institutions offer holders of Certificates of Technical Achievement advanced standing, dual credit, reduced time and cost to complete programs, and other benefits.
- An increased number of providers of education and training certified to conduct performance assessments leading to Certificates of Technical Achievement offer "product guarantees".
- The proficiencies benchmark employer-sponsored customized education and training.

Indiana's implementation activities will continue the involvement of those employers who participated in the standard-setting process to encourage them to join local School-to-Work efforts to ensure that students are prepared for work and to hold state and local educators accountable for results. The Workforce Proficiency Panel will continue to address issues and recommend changes which improve the quality of Indiana's workforce and ensure Hoosiers' competitiveness in the global marketplace.

STAFF

Indiana Department of Workforce Development
10 N. Senate Ave., Room SE212
Indianapolis, IN 46204-2277
Phone: (317)232-1830
Fax: (317)232-1815
E-mail: firstname_lastname_at_dwd-is@ima.isd.state.in.us

Terry R. Fields, State Director of Vocational and Technical Education
Soni Jones, Assistant Director
Marilyn Knoy, Program Coordinator
Fred Queisser, Technical Education Specialist
Amy Worden, Program Specialist

Indiana Department of Education
Monte Janik, Vocational Education Specialist

Commission for Higher Education
Ken Sauer, Associate Commissioner

INDIANA ESSENTIAL SKILLS AND TECHNICAL PROFICIENCIES INITIATIVE

JURY PROCESS
TO REVIEW THE CERTIFICATE OF TECHNICAL ACHIEVEMENT

What is the Jury Review of the Certificate of Technical Achievement?

It is a process by which an individual can get a job or placement in a postsecondary institution. The individual will present a Portfolio as evidence of what they know and can do.

What is the Portfolio?

A Portfolio managed by the individual can include:

- ✓ An inventory of duties and tasks mastered
- ✓ Scenario evidence of proficiency mastery
- ✓ Pictures of work efforts including video
- ✓ Certificates and diplomas
- ✓ Transcripts
- ✓ References and letters of recommendation

How is the Jury Process used in getting a job?

The Certificate of Technical Achievement validates the individual portfolio as representative of what the individual knows and can do. A workplace "jury" could include the human resources officer, company officer(s), supervisors, etc.

How is the Jury Process used in placement in postsecondary education?

Individuals seeking advanced placement or other benefit when applying to a postsecondary institution will use the Certificate of Technical Achievement in an interview with a "jury" of postsecondary institution representatives. The "jury" could include the instructor, department chair, counselor, or registrar. Advanced placement occurs when a jury from the postsecondary institution reviews the portfolio presentation by the individual and compares it to postsecondary course requirements. The jury uses a set of public criteria to award credit. The credit is awarded based on closeness of fit between the duties, tasks, and proficiencies taught in postsecondary classes and the individual's portfolio. Ideally, the criteria will be developed and shared with secondary teachers.

How is the Portfolio used?

The individual makes a short presentation on the portfolio of 15 minutes or less. The jury reviews the portfolio and interviews the individual. The jury decides the appropriate advanced placement credit, job compatibility, or other benefit awarded to the individual.

What is the difference between objective and scenario assessments?

Objective testing and performance assessments measure the presence of knowledge and skill. Scenario assessments measure the application of knowledge and skill in a work context.

What are the advantages of the Jury Process?

The proficiency assessment process includes an interview to identify higher order thinking skills. The jury can infer from the interview the potential these higher order thinking skills have for future performance, either in the workplace or postsecondary program. Individuals will place into postsecondary programs at their skill level. Individuals will either save time and money or qualify for advanced training during postsecondary education. The portfolio will "drive" the job interview and allow employers to make better hiring decisions.

BEST COPY AVAILABLE

INDUSTRY SKILL STANDARDS & INDIANA STUDENTS

All students will prepare for life and work after graduation.

Students will understand what is expected of them to compete in a global economy as they prepare to enter high performance occupations and workplaces.

> *I feel that the tests [skill standards assessments] are a good way of giving the student an idea of how they really stand up in the industrial society.*
>
> Chris Ginn, High School Student, C4 Columbus Area Career Connection

> *It is so obvious to me that the students we have that go through these programs have a much better handle on what they are doing.*
>
> Don Graham, Manager of Test & Measurement Engineering, Cummins Technical Center

Students will enjoy a seamless transition from secondary to postsecondary opportunities and employment:

- **Advanced standing, dual credit, reduced time and cost to complete postsecondary programs.**
- **Objective documentation of technical and essential skills.**

Students will enjoy a coherent sequence of courses designed for a specific career cluster that integrates academic and occupational education.

> *The reason I got involved is that we needed to develop these skill standards so that when a person walks in and shows you a Certificate that says they are skilled - that they have demonstrated efficiencies in how to manage money, how to manage time, and how to be efficient - you can bank on that, and you don't have to do a chance.*
>
> Terry Gaby, President, Apex Tool & Manufacturing, Inc.

Students will be prepared for an ever-changing work world through the transferability of cognitive and technical skills across multiple occupations.

Students will be able to see a relevance between their selected school courses and career directions.

> *Skill standards are the key to going from program-centered program-driven systems to learner-centered learner-driven systems.*
>
> Bob Sheets, Director of Research & Development, Business & Industry Services, Northern Illinois University

Students will be better able to select career-related activities and part-time jobs.

Students will have an opportunity to acquire skills in two or more fields which have been combined into one occupation such as agri-business, biotechnology, or entrepreneurship.

BEST COPY AVAILABLE

INDUSTRY SKILL STANDARDS & INDIANA EDUCATORS

Educators will create and continually update credentialing criteria and education and training programs to meet current **and evolving** labor market needs.

> *"I believe that what is being done and what you [educators] are going to be doing by implementing these skill standards in your programs is going to greatly benefit business.. small business and large business.. in the state of Indiana...."*
>
> Terry Babb, President, Apex Tool & Manufacturing, Inc.

Educators will ensure that students are prepared for skilled occupations with career opportunities and/or advanced education and training.

> *"These tests [skill standards assessments] force the student to develop these skills because it makes them realize that if they don't develop them they will have a harder time in the job world."*
>
> Chris Ginn, High School Student, C4 Columbus Area Career Connection
>
> *"It's a better way to assess students."*
>
> John Henderson, Electronics Technology Teacher, C4 Columbus Area Career Connection

Educators will improve partnerships with related industries.

> *"Without a clear sense of what somebody should know and be able to do coming out of an education and training system.. on the public or private side.. you really have no basis for public/private partnerships."*
>
> Bob Sheets, Director of Research & Development, Business & Industry Services, Northern Illinois University

Educators will see increases in the positive placement of students.

> *"At Cummins, we constantly look for improvement in our employees, and this is a good base from which these individuals [students] start. It gives us an indication of how they are able to learn and what they are able to learn over time. It also gives us the advantage of starting out employees on the ground running and doing the work we need to have done."*
>
> Don Graham, Manager of Test & Measurement Engineering, Cummins Technical Center

Educators will integrate what work requires into an extended, integrated curriculum.

Educators will enjoy a common framework in which careers, career concentrations, career information resources, instructional resource materials, and economic sectors are classified and presented.

INDUSTRY SKILL STANDARDS & INDIANA BUSINESSES

Employers will hire, upgrade, transition, and retain qualified employees across all work environments.

> *I believe that what is being done and what you [educators] are going to be doing by implementing these skill standards in your programs is going to greatly benefit business... small business and large business... in the state of Indiana...*
>
> Terry Babb, President, Apex Tool & Manufacturing, Inc.

Business and industry will work collaboratively with education and labor to identify job related skills and competencies necessary for future competitive success.

> *"It is so effective because the process [setting Indiana's skill standards] was developed by all the stake holders - the leaders of our industries, the workers in our industries, and our educators."*
>
> Jim Edwards, President, Edwards & Associates; Chairman, Indiana Workforce Proficiency Panel

Employers help to ensure an adequate supply of qualified entry-level workers, thereby cutting recruitment efforts and the need to invest in basic education programs for workers.

> *"These tests [skill standards assessments] force the student to develop these skills because it makes them realize that if they don't develop them they will have a harder time in the job world."*
>
> Chris Ginn, High School Student, C4 Columbus Area Career Connection

Employers are assured that the assessment processes and Certificates of Technical Achievement verify what a job seeker knows and can do in relation to the Indiana skill standards.

> *"At Cummins, we constantly look for improvement in our employees, and this is a good base from which these individuals [students] start. It gives us an indication of how they are able to learn and what they are able to learn over time. It also gives us the advantage of starting out employees on the ground running and doing the work we need to have done."*
>
> Don Graham, Manager of Test & Measurement Engineering, Cummins Technical Center

> *"One reason I got involved is that we needed to develop these skill standards so that when a person walks in and shows you a Certificate that says they are skilled... that they have demonstrated efficiencies in how to manage money, how to manage time, and how to be efficient... you can bank on that, and you don't take as big a chance."*
>
> Terry Babb, President, Apex Tool & Manufacturing, Inc.

BEST COPY AVAILABLE

999S / 004 / 0013
SCANS

COMPETENCY - S 004

Applies Technology to Task: Interpret machine output accurately.

SPECIFIC PROFICIENCY STATEMENT - 0013

Perform quality checks and package parts.

Rating for:	Sample, Elizabeth
	987-65-4321
By:	Evaluator, Pat G.
At:	Indiana High School
On:	3/13/96

ASSESSMENT SCENARIO

1. DIRECTIONS TO THE STUDENT

In this assessment you will complete an activity designed to simulate a real work situation. You are to perform this assessment as if you were an employee for the company named in the scenario. Your evaluator will provide you with all necessary materials and instructions. As you perform the assessment, the evaluator will observe your performance. When you have completed the assessment, the evaluator will review your performance with you and answer any questions you may have. The assessment scenario is as follows:

Select secondary operations.
Perform packaging operations.
Assess non-conformity for accurate rework and scrap disposal.
Log quality data.
Communicate results and/or findings orally and/or in writing.
Acquires and evaluates information.
Interprets and communicates information.
Participates as a member of a team.

You work for: Workforce Plastics

Your job title is: Assistant Operator

Instructions: Your company manufactures windshield washer reservoirs. As an assistant operator, your responsibility is to inspect the parts that have come off the injection molder for the following requirements:

1. Visual inspection for contaminates, voids, excessive flashing, and discoloration.
2. Verify length and width dimensions using calipers.
3. Verify motor housing, inlet, and outlet dimensions using go-no-go gauge.
4. Verify inlet surface for warpage using surface plate and feeler gauge.
5. Segregate non-conforming parts from good parts for secondary operations or grinding.

You must enter these measurements on an SPC chart and determine whether the process is in or out of control. Acceptable parts are to be boxed and correct shipping labels attached. The results of your quality checks must be communicated orally to your supervisor along with the completed SPC charts.

Cycle time is 2 parts per minute.

5. RESPONSE FROM THE EVALUATOR

When performing the assessment, the following were observed:

Acquire and Evaluate information:

Yes __X__ No _____ Reading
Work instructions.

Yes __X__ No _____ Reading
Scrap report.

Yes __X__ No _____ Reading
Machine log.

Yes __X__ No _____ Writing
Scrap report.

Yes __X__ No _____ Writing
SPC chart.

Yes __X__ No _____ Writing
Production tag.

Yes __X__ No _____ Speaking
Quality problems to supervisor.

Yes __X__ No _____ Speaking
Incoming operator at shift change.

Yes __X__ No _____ Decision Making
Visual inspection for contaminants, voids, excessive flashing, and discoloration.

Yes __X__ No _____ Decision Making
Verify length and width dimensions using calipers.

These comments were the result of an interview between the persons listed below after the assessment scenario was performed.

Student: _____ Date ____/____/____

Evaluator: _____ Date ____/____/____

Teacher: _____ Date ____/____/____

certificate

This certifies that

Elizabeth Sample

has achieved the Essential Skills and
Technical Proficiencies in the field of

Plastics

and is awarded this Certificate for demonstrating knowledge and skills through performance examination and portfolio analysis in accordance with industry requirements adopted by the Indiana Workforce Proficiency Panel warranted on this

30th day of July, 1996

19

Governor

BEST COPY AVAILABLE

Technical Proficiencies Obtained

This certificate of Technical Achievement is an open transcript that warrants the application of knowledge and skill over time and across venues. A cumulative Certificate of Technical Achievement can follow the learner/worker from high school, into technical college or occupational education, and through a career.

The following specific proficiencies have been demonstrated by the holder of this certificate. For more detailed information, refer to the holder's portfolio. A current record of this certificate is maintained by the Indiana Department of Workforce Development.

Applies technology to task.

Perform quality checks and package parts.